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ABSTRACT

A practicum project implemented a program designed to reduce negative behavior in the hallways and cafeteria of an urban middle school. The objectives of this program were to reduce by 15% the number of infractions in the cafeteria and in the hallway and to reduce by 15% the number of students suspended out of school. The target population was a group of approximately 900 students in grades 6 through 8. Students were taught social skills and given lessons on respect and proper decorum in the hallway and cafeteria. The effectiveness of this program was measured by discipline records reflecting student infractions and suspensions, and a pre- and post-intervention survey given to the staff. The results of this evaluation indicated that not all of the program objectives were met. However, there were improvements in all areas. Continuation of this program is recommended with the following modifications: (1) getting teachers more involved in the process; (2) developing a check list for monitoring; and (3) implementing the project in the early part of the year. Contains 22 references. (MOK)

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APR 29 1996

THE IMPLEMENTATION OF A POSITIVE DISCIPLINE PROGRAM TO INCREASE THE SOCIAL SKILLS OF MIDDLE GRADE STUDENTS

by

Reginald D. Forbes

A Final Report submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for thedegree of Master of Science

The abstract of this report may be placed in the University database system for reference.

April 4, 1996

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Abstract

The Implementation of a Positive Discipline Program to Increase the Social Skills of Middle Grade Students.
Forbes, Reginald D., 1996. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Discipline/ Discipline Programs / Hallway and Cafeteria Infractions / Suspension Rate

This program was designed to reduce negative behavior in the hallways and cafeteria in an urban middle school. The objectives were to reduce the number of infractions in the cafeteria and in the hallway by 15% and to reduce the number of students suspended out of school by 15%. The target group was approximately 900 students grades 6 through 8. Students were taught social skills and given lessons on respect and proper decorum in the hallways and the cafeteria. The success of this project was measured by discipline records, reflecting student infractions and suspension and a pre and post survey given to the staff. The program objectives were not fully met, but there was a reduction in all areas.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Reginald D. Forbes
student's signature

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GEM PRACTICUM FORM AND STYLE CHECKLIST
(TO BE COMPLETED BY THE STUDENT)

NAME Reginald D. Forbes S.S.# 261-72-2003 DATE April 4, 1996

____PROPOSAL ___x___REPORT

NOTE: *Include this completed checklist with each submission of proposal and report. (Place behind Cover Sheet.)*

All items should be consistent with **Form and Style Manual for GEM Programs** guidelines.

General Format:

___✓___ Title page, Table of Contents, Chapter Title Pages match samples.

___✓___ Margins are: 1 1/2 in. on all sides. Text is double spaced, except for long direct quotes, Arabic-numbered pages are on upper right margin.
(Exception: first page of each chapter at bottom center)

___✓___ Tables and figures and their placement are appropriate.

___✓___ Report is printed in dark print, other than dot matrix.

General Proofreading:

___✓___ Literature review is paraphrased appropriately.

___✓___ Names of languages, races, and ethnic groups are capitalized (Haitian, White, Hispanic, etc.)

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Copyright Needs:

___✓___ Reference list format is consistent with **Form and Style Manual for GEM Programs**.

___✓___ Reference list contains only (and all) authors specifically cited in text.

___✓___ Citations of authors by surname, date, without given names or titles.

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Practicum Proposal Evaluation Checklist

Name Reginald D. Forbes Degree Program Ed. L.'s Site Orlando

CHAPTER I. ***Background***

1. The practicum setting has been adequately described. ___Yes ___No ___Unclear
2. A connection has been made between elements of the setting and the problem. ___Yes ___No ___Unclear
3. Practicum student's assigned role at the setting has been explained. ___Yes ___No ___Unclear

CHAPTER II. ***Problem***

1. The problem is clearly identified as a discrepancy between what is and what should be. ___Yes ___No ___Unclear
2. The problem is identified in operational terms. ___Yes ___No ___Unclear
3. The proposal presents hard evidence (statistics) that a problem exists and documents its importance. ___Yes ___No ___Unclear
4. The population affected, within a specific setting, is clearly identified. ___Yes ___No ___Unclear

CHAPTER III. ***Objectives***

1. Desired outcomes, to be achieved through the doer's intervention, are stated. ___Yes ___No ___Unclear
2. The objectives are shown to be ends, as distinct from means. ___Yes ___No ___Unclear
3. The objectives are stated as measurable behavioral outcomes with respect to the group for which they are intended using criteria for change. ___Yes ___No ___Unclear
4. The outcomes are shown to be reasonable and realistic for the group intended, within the specified time. ___Yes ___No ___Unclear
5. The objectives are measurable in a way that will allow a conclusion, indicating that the treatment has made a difference and naming evaluation tools. ___Yes ___No ___Unclear
6. Wording is such that the infusion of thinking skills and technology is evident.
7. Rationale takes into account the dimensions of the problem, resources, and time factors, and demonstrates objectives to be worthwhile. ___Yes ___No ___Unclear

CHAPTER IV. ***Research***

1. Possible **solution strategies** have been investigated through search of the literature. ___Yes ___No ___Unclear
2. Effective or **attempted solutions** of the problem at other schools or institutions have been examined. ___Yes ___No ___Unclear
3. **A theoretical or philosophical frame of reference** for the problem and proposed solution have been provided. ___Yes ___No ___Unclear

Solution Strategy

4. In describing a solution strategy from promising alternatives, the author has considered negative and positive factors of time, cost, material and equipment resources, human resources, and data requirements. ___Yes ___No ___Unclear
5. The proposal presents a persuasive rationale for the choice of solution strategy. ___Yes ___No ___Unclear
6. The strategy appears soundly based in theory or research evidence that has been reviewed. ___Yes ___No ___Unclear

CHAPTER V. ***Implementation*** ___Yes ___No ___Unclear

1. Implementation tasks and activities are identified in appropriate sequence.
2. All necessary training or orientation, monitoring activities, measurements, and data collection process and instruments are identified and explained. ___Yes ___No ___Unclear

CHAPTER VI. ***Evaluation***

1. Evaluation instruments, techniques, methodology, data collection, and application are presented and explained. ___Yes ___No ___Unclear
2. Evaluation instruments are the ones identified in Chapter III. objectives. ___Yes ___No ___Unclear

CHAPTER VII. ***Follow-On***

1. Based on positive evaluation, plans are presented for making the program or practice ongoing in the setting. ___Yes ___No ___Unclear
2. Plans are presented for transportation of the practice to other settings where the same or related problems have been identified. ___Yes ___No ___Unclear

Writing ___Yes ___No ___Unclear

1. Writing style is orderly and clear. ___Yes ___No ___Unclear
2. Citations are accurately documented. ___Yes ___No ___Unclear
3. Proofreading--grammar and syntax--is evident.

10/92

Adviser's Action/Decision _____

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Name of Mentor Mr. James Lawson

Position at practicum facility Principal

Home Phone ( ) 407-366-3911

Practicum Title The Implementation of a Positive Discipline Program to Increase the Social Skills of Middle Grade Students

TIMING INFORMATION:

8-95 Date of practicum registration

1-8-96 Practicum implementation start-up date

3-29-96 Practicum implementation ending date

PRINT ADVISOR'S NAME Dr. Heather McDaniel

ADVISOR'S SIGNATURE _____ date

FOR OFFICE USE

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Practicums Office Administrator *date*

1/94

Final Grade: _____

CourseNumber: _____

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PROJECT VERIFICATION FORM

APR 29 1996

Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title The Implementation of a Positive Discipline Program to Increase the Social Skills of Middle Grade Students

Student's Name Reginald D. Forbes Completion date 4/29/96

Project Site Howard Middle School

Mentor's Name James N. Lawson (print) (signature)

Mentor's position at the site Principal Phone # 407-245-1780

Comment on impact of the project (handwritten):

This project has played a vital role in our school improvement. The number of students committing infractions in the hallway and in the cafeteria has decreased. More important, our suspension rate also decreased. I will encourage Mr. Forbes to spearhead the implementation of a similar program at the beginning of the next academic year.

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CHAPTER I

Purpose

Background

The middle school targeted for this proposal is located in the downtown section of a large urban community. The school was built in 1926 to serve as the city's only public high school. An increase in the city's population resulted in the construction of two additional high schools in 1955. At that time, the old high school was converted to a junior high school. In 1988, all junior high schools in city became middle schools.

The school is surrounded by well-maintained middle-class, homes as well as thriving business offices. The sixty-seven year old brick, two-story structure with Ionic columns was the original high school in the late 1920's. The condition of the building is satisfactory. The school has been awarded a $366,000 grant from the state for retrofit. This will place wiring in the building so that the computers in the school can be networked and tied into a local area network (LAN), or a wide area network (WAN). The map of the school (Appendix A, p. 51) shows the

two-story building with half of the student population being housed upstairs. Many students had classes upstairs and downstairs which at times put a strain on the hallways, making it difficult for crowd control, especially on the stairways. The cafeteria, band room, and gymnasium are housed in separate buildings away from the main building with a covered walk way that connects the buildings.

The target middle school during the 1995-1996 school year had a total student population of approximately 900. The student population consisted of 43.8% African-American, 40.1% White, 12.3% Hispanic, and 3.8% Asian. Sixty-seven percent of the student body was on free or reduced price lunch, thus reflecting the economical status of almost 30% of the target school's population. The student attendance rate was 90.7%, with the student mobility rate of 58.9%. The district's mobility rate was at 38.5%; therefore the target school was in a constant state of transition. The average class size was 27 students. Forty percent of the students received in school suspensions and 21% received out of school suspensions for the 1994-95 school year.

The target middle school staff consisted of a principal, two assistant principals, two deans, 3 guidance counselors, 51 full time teachers, and 24 support staff employees. The experience of the instructional staff was

as follows: 19% (0-3 years), 21% (4-9 years), and 60% (10 years or more). The percentage of instructional staff and other school staff with a bachelor's degree was five percent, a Masters degree was 29% and a doctorate was 5%.

The target middle school's test scores included results from writing assessment and achievement tests. The average score for the eighth graders who participated in the Florida Writing Assessment was 2.8, with a 6.0 being the highest possible score. At the targeted middle school 40% of the students scored above the national median score in reading; 34% of the students scored above the national median score in mathematics.

The writer of this proposal was the dean of students, working primarily with eighth and seventh grade students. The responsibilities included overall discipline, as well as hall and cafeteria duties. The writer had been at the targeted middle school for 10 years in the capacity of dean, and had worked with all grade levels.

The targeted middle school had an excellent academic program. Each grade had advanced, as well as average courses. Most teachers had one class of advanced students and the rest of the classes were average, with students heterogeneously grouped. Thirty percent of the

school was staffed in an exceptional education program. The classes were composed of the following: Gifted 4.6%, Specific Learning Disability (SLD) 15.1%, Emotionally Handicapped (EH) 4.0%, Educable Mentally Handicapped (EMH), and English for Speakers of Other Languages (ESOL) 6.7%. There was also a drop out prevention program for at-risk students.

According to the 1990 United States Census, 57% of the adults living in this area did not complete high school, 26% held a high school diploma, 55% of the households had children under the age of 18, with 20% in elementary and secondary schools. The unemployment rate ranged from 12-14%. The school also served students whose parents were civic leaders, professionals and business owners.

There were almost 900 students in the school, with half of the students living more than one mile from school. Most of the minority students traversed the downtown area at a distance that was a little less than two miles en route to the school.

Students were highly mobile as measured by the rate at which they entered and exited the school. Parents and community support was very high, but only from a small percentage of parents in the school community. Minority parent involvement was very low.

Problem Statement

Discipline is one of the most discussed and controversial areas of education. Three of the last four Gallup Polls had listed discipline as one of the major concerns of school reform. Often student discipline was a mirror of the home and community. In the 1995-1996 school year, our state legislature was examining the severity of violence in our schools, communities, and tourism areas. For the past 35 years, educators had devoted a large amount of time to disseminating knowledge about the behavior of children, motivations, and the means by which behaviors can be redirected.

The educational system had been greatly concerned with the problems of helping to raise children and educate them. Extensive research and in-service training were narrated for either parent or teacher education regarding the behavior of students. By combining the work of psychiatry and teacher education, we, as educators, could reduce discipline problems and improve evaluation procedures. However, the variables involved in student behavior had to be identified.

Students who were repeat offenders were more likely to be suspended out of school and more often. Statistics from the school revealed that the deans handled a minimum of 10 discipline referrals per

day, with about one-half coming from problems that originated in the hallways or by students being tardy to class. Many of these students were suspended out of school.

Suspension out-of-school caused a student to miss the opportunity to learn from guided instruction and to fall behind in academics. Middle school is a time when students learn the basics to build on during the high school years. Students miss the social interaction with peers that are important and vital for social growth as well. Teachers had many interventions that could be used before a student was referred to the office, such as warnings, conferences, and teacher detentions. However, students were ultimately suspended for more severe cases. The school's suspension rate for the 1994-95 school year reflected a percentage greater than of the district's and that on the state's level (see Table 1).

In addition, Table 1 indicated that there were a disproportionate number of African-American students--both male and females--suspended out of school. A correlation had not been drawn from these results. The Asian and Indian populations were virtually non-existent when there was a disciplining situation. There may be a direct correlation between discipline and cultural influences, but further research will substantiate or support this conjecture.

Table 1

Out of School Suspension by School, District and State, 1993-1994

	Students				
Racial Ethnic Group	Female	Male	School %	District %	State %
White	11	26	15.0	10.2	12.1
African-American	60	84	35.6	34.3	26.7
Hispanic	5	10	18.2	14.5	12.2
Asian	0	0	0	3.3	5.8
Indian	0	0	0	4.6	10.9
Total	76	120	68.8	66.9	67.7

Many repeat offenders were in need of more help than the traditional classroom can give. Some identified students were staffed into classes, such as Emotionally Handicapped (EH). Often these students had been in a class where they had experienced repeated failures and negative responses week after week. Educators must be able to offer the students more interventions and had such interventions documented. This will promote changing the negative behavior and facilitate changes in learning for the benefit of the student. Presently, there was no behavior

modification program at the school site that directly addressed misbehavior in the hallways and cafeteria (Appendix B, p. 54). The behavior modification program was broad in scope and addressed misbehavior in general.

Teachers were constantly seeking professional growth and information to maximize learning for students. Even the "master teacher" (one who had more experience than the others) had problems with certain students in the area of discipline. One of the goals listed in the school improvement plan of the target school was to reduce the number of students suspended from school. By reducing the frequency or number of discipline referrals to the office, the number of suspensions ultimately will be reduced.

If a student brings discipline problems and disruption into the classroom, the best teaching lesson and delivery system may be reduced to meaningless endeavors on the part of the teacher and learners. The writer advocated that teacher support could best be served by concentrating on helping the unruly students that needed behavioral changes. The researcher had identified the need to address the problem of negative hallway behavior and negative cafeteria behavior, and to find solutions to decrease the ongoing problem. Considering the statistics

gathered at the school, there was a significant number of students who were disciplined for infractions that took place in the cafeteria and in the hallways. Table 2 indicated the numbers of infractions for the 1994-1995 school year, and the number of incidences from August 1995 to December 1995, of the 1995-1996 school year.

Table 2

Infractions in the Cafeteria and Hallways, 1994-1995 and August to December 1995

	Cafeteria		Hallway	
Students	1994-1995	1995-1996	1994-1995	1995-1996
Females	41	25	58	28
Males	62	28	71	29
Total	103	53	149	57

There was definitely a problem of hallway and cafeteria disruptions that created a discrepancy of what it is and what it should be. As indicated in Table 1, immediate correction was needed, especially with the high numbers of infractions in both areas considering that school had only been in session for four months. With a total of 161 infractions for the year in the cafeteria, and 110 in the hallways, something must be done to

reduce the number of infractions, thereby, reducing the number of students who were suspended from school.

During 1995-1996 school years, teachers gave warnings, contacted parents, and gave teacher detentions before sending a referral to the office. Fifty percent of the students did not go to the office on discipline referrals. The school records showed that five students were tested and placed in special programs during the 1993-94 school year. These students spent as much as half the year in a regular classroom and on the suspension list. We needed more interventions to better serve this category of students.

A survey given to the teachers and staff revealed that hallway and cafeteria behavior was a problem (Appendix C, p. 56). Eighty-five percent of the faculty stated that many of the problems experienced in the classroom were brought in from the hallways or cafeteria.

Violence had increased in our society and schools. A recent Gallup Poll (1994) listed fighting/violence/gangs and lack of discipline as the biggest problems facing our schools. Students saw more violence in the media and were seeing violence at younger ages. Poverty and the break down of the family unit were contributing factors. Single-parent households were difficult situations and were usually not conducive in

bringing about parental involvement at school activities, especially if the parent worked two jobs. Students who were having academic problems in school became behavior problems, and the hallways were ideal place for students to vent their frustration and get into mischief. These mischievous acts ultimately turned into disciplinary problems, and students were dealt with in an appropriate manner. Teachers had overcrowded classroom, and it was difficult to give each student the individual attention they deserved.

Therefore the writer of this practicum saw the need to reduce the number of infractions in the hallways and cafeteria by 15%. The writer also saw the need to reduce the number of out-of-school suspensions by 15%. The writer saw the need to have a positive response by faculty on the discipline survey given to teacher and staff survey. As a dean of students who managed discipline for the entire student body and a student pursuing a degree in educational leadership, this school-wide project directly relates the writer's major and job description.

Outcome Objectives

This project was designed to reduce hallway and cafeteria infractions. The target group for this project consisted of 6th-, 7th-, and 8th-grade students, which total approximately 900 students (the entire student

body). The project focused on strategies that brought about positive interactions in the hallway and in the cafeteria. The practicum implementation or intervention fostered a more calm and gentle atmosphere for the entire school. The proposed objectives were:

Objective 1:

Upon completion of the 12 weeks practicum implementation period, there will be a 15% decrease in hallways infractions. Of the 149 reported incidents last year, the number will be reduced to 127. This information will be measured and evaluated by comparing the monthly discipline reports complied by the school.

Objective 2:

Upon completion of the 12 weeks practicum implementation period, there will be a 15% decrease in cafeteria infractions. Of the 103 reported incidents last year, the number will be reduced to 87. This information will be measured by comparing a discipline report complied by the school.

Objective 3

Upon completion of the practicum implementation period, teacher responses to the attitudinal survey will indicate that teachers are observing more appropriate behavior in the hallways and cafeteria. The will be evaluated by the Hallway and Cafeteria Questionnaire.

Objective 4

Upon completion of the practicum implementation, the number of students suspended out of school will be reduced by 15%, from a total of 735 last year to 625 students this year, as measured by the county discipline records.

CHAPTER II

Research and Planned Solution Strategy

Discipline in schools had been a major concern of parents, teachers, and administrators for the past two decades. A 1995 Gallup Poll, as reported by Elam and Rose (1995), indicated that lack of discipline was the number one problem that Americans feel the local public schools face. This had been true in 18 of the last 26 Phi Delta Kappan/Gallup polls.

"Teachers, parents, and administrators remain caught between a multiplicity of never-ending data and yearly statistics on the importance of discipline in the classroom and its relationship to self-concept, social skills and learning" (Gill and Hayes-Butler, 1988, p.2). Discipline problems in America were on the rise. Schools merely reflected society in many ways. The rise of violence, the disrespect for authority and media and violence are influences that affect behavior in schools.

Schools are facing many more problems today than in the past. It is a different student that schools must face. In discussing 1990's student, Dillon notes:

> Teachers today are working with a different kind of student. . . . Parents more and more frequently admit that they cannot control

> their children. Many even abandon them. Many students act as free agents. They do not live at home, and they are not responsible to anyone. They have few personal restraints. The number of students placed on permanent suspension from school from misbehavior or maladjustment is increasing. The age of those being suspended is decreasing. Growing numbers of elementary students are out of school because they are disruptive to the teaching-learning process. The growing clarity of students' rights of due process has taken away traditional discipline strategies in which many teachers found security, and many teachers are without skills to replace them (as cited in Curwin and Mendler, 1988, pp. 3-4).

According to Russo (1988), the first national survey by the National Education Longitudinal Study (NELS-88) had revealed the following at-risk/discipline indicators and percentages of eighth graders in each category: (a) Single Family Homes, 22%; (b) Family income less than $15,000, 21%; (c) Home alone more than three hours a day, 14%; (d) Sibling dropped out of school, 10%; and (e) Limited English Proficiency, 2%. These figures represented a challenge for teachers and administrators. These were variables that schools cannot control. However, variables that schools could address was the development of social skills.

Elliott and Gresham (1987) stated that social skills development correlate with the present development and dictates the future behavior of children. Those with adequate social skills functioned more positively in every aspect of society. Students with deficient social skills had higher

incidences of juvenile delinquency, poor peer relationships, and dropping out of school.

Bullis (1990) was another author who concurred. He stated that by definition students who were emotionally disturbed were socially deficient, that is, they had insufficient social skills. The limit of social skills negatively affected students' experience in employment, as well as in the community.

Wood and Long (1991) asserted that negative behavior was a reaction to stressful situations children and adolescents were confronted with every day. The behaviors shown were a reaction to the feelings. Without adult guidance, that normally was absent, adolescents heeded to situations negatively. School employees should give some guidance to help students develop appropriate social skills.

Berman (1990) declared that students were feeling powerless and disconnected with society. This hinted why some students exhibited negative behaviors in the community. Some signals were, writing graffiti on public and private property, vandalizing parks, and creating a nuisance by playing loud music. These behaviors were exhibited in schools for the same reasons.

Some students were uncooperative, rude, and alienated, according to Eitzen (1992). Schools did not exist as isolated institutions untouched by the social events surrounding them. Many of these students were from low income families and had not seen much success in their lives or the ones around them. Punishment was not always the best method of handling discipline with these students.

According to Wayson and Lasley (1984), schools with effective, positive management systems were distinguished by a sense of community. The community had a set of marked behavioral norms that surrounded students with examples of acceptable behavior and provided subtle rewards and sanctions that encouraged students to behave appropriately. Positive behavior management also represented a decided departure from traditional ideas of discipline. Shame, ridicule, and sarcasm were self-defeating and nonproductive. Curwin and Mendler (1988) stated that punitive techniques had produced only limited and short term effects on inappropriate behavior. Positive behavior was proactive, preventive, and designed to foster self control. The objective was to teach appropriate social skills and responsible decision making. Positive behavior may initially involve more work, and take longer to see

results. In the long run, positive management encouraged better teaching and learning.

Positive behavior management was based on the premise that students whose needs were being met and who felt safe, accepted, cared for, recognized, and who were engaged in school display more appropriate behaviors (Glasser, 1985; Grossman, 1990; and Jones and Jones, 1990). Negative behavior was a result of individuals not having these needs met in the environment in which the misbehavior occurred, or of not having skills to respond appropriately to events in their environment. Understanding students' needs helped educators to understand student behavior and to be less defensive in the face of inappropriate behavior.

Many authors and theorist had enumerated basic student needs that was met in order for students to behave in a positive, productive manner. Some of the mostly widely quoted included Glasser (1985), who focused on the needs to survive, belong and love, gain power, be free, and to have fun. Maslow's (1975) proposed the hierarchy of needs from the most basic physiological needs, to safety and security, to belonging and affection, to self-respect and self-actualization. Maslow also underscored

the idea that success and achievement are possible only after more basic needs have been met.

A more positive approach to behavior altered negative behaviors. There were numerous reasons to take the more positive approach. Documented benefits included the following: (a) less student isolation, alienation, hostility, and frustration; (b) fewer suspensions and expulsions; (c) less violent behaviors; (d) less disruptive classroom behaviors; (e) less vandalism; (f) improved morale among students and staff; (g) improved attendance; (h) greater student achievement; and (i) development of students' pro-social skills and responsible behavior.

Instructional leaders in positive management systems articulated, promoted, and protected positive beliefs and actions that were congruent with the school's value (Korinek, 1993). They brought out the best in teachers and students. Principals and supervisors realized the need to facilitate groups in solving problems and to secure reasonable support. When good leadership was shared and when people came to support one another, the children ultimately were the winners (Meadows, 1992). The students and faculty were important keys in making decisions about discipline.

According to Korinek, (1993), all groups with the school should receive printed copies of rules and regulations that have been developed. Rules should add structure and direction, but be flexible. Making changes require little extra work for teachers. Climate was described by Reichers and Schneider as "the shared perceptions of the way things are here" (p. 22). We want our schools to have a safe and orderly learning environment. An orderly learning environment creates positive school climate. Glatthorn (1992) stated that learning takes place best in an orderly environment and where people feel safe.

In a discussion of the role of the school in teaching social skills, Wynne and Walberg (1985/1986) stated that an atmosphere of respect must be established in the school. "Good character also requires obedience to legitimate authority and teachers are the most prominent extra-family authority figures that students meet." Wynne and Walberg (1985/1986 p.18)

Kohn (1991) stated that "schools may need to provide what some children will not otherwise get" (p.49). The school is a logical place to actively teach and practice social skills because children are in regular contact with their peers in a learning environment. Berman (1990) stated that learning basic social skills needs to be a core part of a school's

curriculum. Bulkeley and Cramer (1990) confirmed the findings that children can be helped by group social skills training in a school setting.

The importance of modeling and practicing social skills in the classroom was often emphasized in research. Sharan and Sharan (1987) stated, "First and foremost, the teacher must model the social and communication skills expected from the students"(p.21). Kohn (1991) added that studies had shown that children who observe caring and proper social behavior in their teachers are more likely to mirror that behavior. This asserting was supported by other researcher (Sharan and Sharan (1987) and Berman (1990). According to Johnson, Johnson, and Holubec (1990), experiences in working together to successfully complete a task enhance social competencies, and the mastery of these social competencies is dependent on practice. Kirsenbaum (1992) emphasized the need to allow students to experience the skills through activities, discussion and projects that help internalize the skills.

The focus must be that the educational setting is conducive to learning and teaching. Dealing immediately, firmly and fairly with discipline problems should be encouraged. The negative and positive interactions can be met with the proper interventions. It is believed that

the negative interaction would be canceled, and students would then began to interact in a more positive manner.

Planned Solution Strategy

The writer implemented a positive discipline plan to reduce negative behavior in the hallways and cafeteria in the target middle school based on the works of Wayson and Lasley (1984) and Kirsenbaum (1992)

Wayson and Lasley (1984) discussed that a positive management system involves a sense of community. Students, faculty and administrators will work together to solve the hallway and cafeteria problems. The positive behavioral changes became the norm for this community. Examples of acceptable behavior encouraged students to behave appropriately.

Kirsenbaum (1992) emphasized the need for students to practice social skills. Many students did not experience these skills at home. Teachers modeled these social skills. Teachers allowed students to experience the skills through activities, discussions and role play situations which helped internalize skills. Students had the opportunity to participate in role play situations and gave input to the rules of conduct in the hallways and cafeteria.

CHAPTER III

Method

The results of the monthly discipline records and the needs survey given to the staff at the targeted middle school demonstrated a change in the halls and cafeteria was needed. The survey indicated that hallway behavior was a problem and led to the writing of more discipline referrals. The teachers express and strong desire to have a program to correct the students misbehavior. The implementation of this proposal was to address the problems exposed by the needs survey and the discipline referrals.

The practicum implemented a 12-weeks positive plan, focusing on changing the negative behavior in the hallways and cafeteria. Through a workshop, teachers were given the strategies for implementing changes and rules governing the hallways and cafeteria behavior. Lessons were taught, teachers modeled, and students performed role play on lessons that depicted positive social and communication skills.

The 12-weeks practicum implementation plan began in January 1996 and ended April 1996.

Week One

The writer met with the principal to obtain approval for the implementation of the practicum project. At this meeting, the writer described the benefits of the project and the effects it would have on the total school. The benefits discussed was that there would be better hallways and cafeteria behavior. There would be a residual effect with the program. The infractions in the cafeteria and the hallways would reduce, which inevitably will bring about a reduction in the suspension rate. The writer delineated the steps that would be taken and provided the principal with the possible results. The principal sat there and stared at the writer with a look of doubt. The principal queried the writer of the benefits and the ramifications this project would have on the students. The principal was assured that there would not be a negative effect on the students. Rather, students would only reap great benefits from the project. The writer left the meeting with the motivation the writer was soliciting--the right to implement his project.

Upon receiving approval from the principal, the writer called a meeting with the teachers to explain and review procedures for hallway and cafeteria behavior. The writer discussed the specifics for the program. It was explained that lessons on respect, manners, and conflict

resolution will be developed. Research used to support the writer's claim that many of the students may not be receiving the proper training at home was presented. Five of the teachers were in agreement to this assertion and expressed that there was a need for this type of lesson.

The writer explained that a video will be designed describing appropriate and acceptable behavior in the hallways and cafeteria. The teachers felt that little would be accomplished with this portion of the project, but they were willing to attempt it. Their foresight of the students performing before the camera was uncanny. The writer thought that the students would act the same way but was determined that it could be accomplished.

The writer selected a student to video tape the students while they were walking in the hallways and in the cafeteria. The student video taped the students between the class changes. During such time, some of the students began to make poses in front of the camera. One particular student was captured pulling a student's hair, and she began to run after the student. In the cafeteria, the students also acted the same way. They were not used to the camera in the cafeteria and the hallways. The students had to become acclimate to seeing the camera. The writer constantly told students to act as they were before the taping took place,

but there was little effect to this declaration. The taping did not progress as planned; it took a week and two days before getting the proper taping. The attempt was to get candid footage of the students in their natural state.

Week Two

The taping continued until there was candid footage that could be used. The purpose was to gather enough footage of students doing what they were normally did in the cafeteria and in the hallways. Students then assimilate what they should be doing in the hallways and in the cafeteria. They modeled good behavior and proper decorum in both areas. We gathered the taping and produced a before and after tape. The students who were doing the taping were very excited about seeing their production on television.

The writer discussed with two teachers on campus lessons that needed to be emphasized with the students during the Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (IMPACT) class. It is the acronym for the district's advisor-advisee program for students' advisement in the middle schools. The information flowed from the teachers' mouths. They quickly provided the writer with information to teach the students. The lessons that came from our two

hour discussion were as follows: (a) Respect, (b) Hallway behavior, (c) Cafeteria behavior, (d) Manners, and (e) social responsibility. The group also decided to show the tapes "Giving It, Taking It, and Working It Out!" They were conflict resolution tapes that were to be seen separately--males and females.

The writer then met with the teachers again to review the tape and discussed the lessons to be taught during IMPACT. The writer asked for and received valuable input about the lessons. A few of the teachers volunteered to participate in the role play for the first lesson. They acted just as many of their students; it was humorous, and a good way to get the group started. The teachers really liked the lesson on respect and a few commented on how maybe the students had never been taught this before. One teacher stated that we take for granted that students know what respect is and how to respect others, and maybe they just need to be taught. The same was true with the discussion of the lesson on manners.

The discussion of the cafeteria was not as lively, since most of the teachers ate in the teachers' lounge or teachers' cafeteria. After seeing the video, the teachers agreed that there was a need for more structured cafeteria behavior. Some teachers agreed to role play situations for their

colleagues. Most teachers agreed that the hallway behavior of the students needed to be addressed. The meeting went quite well and the writer left with the feeling that the teachers felt that this project was important.

Week Three

Students met in the auditorium to view the tape. During the segment of poor behavior many of the students laughed at their classmates. The writer immediately felt that this was a failure. When they should have been a bit remorseful or embarrassed, they were amused and began to banter those persons who were on the screen who sat next to them. Several times they were asked to settle down. Something miraculous happened. The students became quiet. They became interested in the video tape. The students liked the idea of the videos, and the discussions were lively. At the end of the tape, the writer discussed the details of the tape. Students queried the writer about the intentions of the program, and they were given the information.

The students were given clear and concise explanations of the expectation of the writer. The benefits of the project was discussed with the students. The students thought that they should be rewarded for good behavior. The writer immediately brought those ideas to a halt,

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expressing that the students were not going to be given extrinsic motivating rewards. The writer expressed that the motivation would be intrinsic and that the students would not be rewarded for doing what they should be doing any way.

The teachers met again and were given the lessons to be taught to the students. The teachers wanted to role play again, but because of time constraints they were unable to do so. They left the meeting motivated to work with the students.

Week Four

The first lesson, Respect, was taught, and the comments from the teachers were positive. Several teachers approached the writer immediately following IMPACT classes to report how well the lesson was received by the students. One teacher said, "The proof is in the pudding." What the teacher was saying was that the students would now have to model what they were taught.

The writer monitored the halls and cafeteria. The writer looked in on a few classrooms while the lessons were being taught. Praise was given to students who were using any of the principles discussed in the lesson. "Never have I seen the students so calm and respectful of each other" (J. Lawson, personal communication, February 1, 1996).

During that week there was a reduction in the amount of infractions in the cafeteria. The results of the lesson brought about great improvement. There was one major incident on the last day of the week. Two students were involved in a fight. It was not the fight that made the incident major. Several students ran to the fight without attempting to stop the students. When the administrators approached the incident, the students began to run away. When the students were taken to the office, they were extremely apologetic. It was not determined whether they felt remorse for fighting and that they wanted the administrator to have sympathy for the students and give them a lighter punishment.

Week Five

The students were taught the second lesson, Hallway Behavior. During that lesson, the teachers stressed that students were to walk on the right side of the hallway. The students were informed not to stop and have conversations in the hallways. The students were to move constantly and not block the passways. This attempt was to reduce the number of infractions and the number of tardies.

Role play of hallway behavior went well. The students understood the reasons why they should adhere to the rules and explanations. The procedures of the teachers also changed. The number of teachers in the

hallways during the change of class more than doubled. Teachers monitored the hallways to determine how well the students were practicing what they had been taught. The writer heard many teachers repeating a plea of "walk right and keep moving." The students did not pick up on their newly taught technique. The habit of stopping to socialize was *still* there. It took constant prodding and encouragement from the teachers to remedy the problem. The number of infractions decreased, however.

The writer monitored the students' interaction in the hallways and in the cafeteria. There was a fight in the cafeteria the previous week, but nothing of the sort happened to date. The students were engaged in conversations that were not high volume. They complied.

Week Six

Cafeteria Behavior and Etiquette was lesson three in this series. The students were already practicing good cafeteria behavioral skills, but a little reinforcement would also prove beneficial. A sign was put in the cafeteria to remind students to practice proper etiquette, to respect each other and to leave the area clean for those classes which follow them. The classroom role play was a good lesson for the students. The etiquette portion of this activity was interesting because some of the

students realized that some of the things they thought was appropriate, they found them to be inappropriate. An example of this assertion is the students laughing loudly when they heard something funny. To them they felt that it would be appropriate to display that you enjoy what is being discussed. The were assured that it was appropriate, but it is the degree (volume) in which they show their appreciation.

The students practiced what they had learned in class. Most of the students cooperated and performed as expected; however, there were a few students who needed more encouragement. One student had to removed from his table during this week because he picked food from other students' plate.

The writer met with teachers to discuss the progress of the project. The teachers thought that it was going well and they could see a difference in some of the students. There were still some problems in the hallways with students playing and chasing each other, especially 6th graders. Teachers agreed to continue to monitor the students in the hallways and the cafeteria. Clipboards were given to the teachers to use in the hallways to write the names of any continual offenders. The teachers warned the students and gave the administrators the names of the students warned.

During this week, we began taping the students again to see how well they progressed. The intention was to show the taping again near the end of the project. The students were also reminded that they were not to pose in front of the camera. It was expressed to the students that they were also to be themselves. The students had now become acclimated to the camera, and the writer did not foresee any of the students misbehaving before the camera.

Week Seven

The fourth lesson in this series dealt with Manners. It seemed that the teachers thought that this was the most appropriate lesson that we could provide our students. There were positive comments from teachers and a few students about this lesson. R. Daniels (personal communication, February 20, 1996) said, "They are much better than they had been prior to the project. The only exception is that more concentration should be placed on the sixth-grade students."

Several students were selected to view the video tapes again. This selection came from the names the teacher listed from their monitoring of the hallways and the cafeteria. The videos were shown again to remind students to practice the skills that were taught.

The writer continued to monitor the hallway and cafeteria. The progress was much slower that the writer had envisioned. Many of the students were adhering to the project, but some needed more prodding.

Week Eight

The video, "Giving it, Taking It and Working It Out," was shown only to the girls during the eighth week of the project. This video depicted girls in possible conflicts, but the situations were not completed and was left to the students. Students were then asked to complete the situation, and the possible outcomes were discussed. The discussions were lively in most classes and most students stated that they had seen or been involved in similar situations. The working it out portion was then shown, and students saw and discussed other possible solutions to resolving the conflicts. The benefits of working it out were discussed, and agreements were reached with the class. The students not only thought of the videos as being entertaining, the also realized that they were educational.

The writer continued to monitor hallways and the cafeteria. The writer also monitored some of the classes while the lessons were being taught. The lessons went rather well, students were absorbing the information and were responding quite well. The monthly discipline reports were tabulated again which indicated a minimal decrease in

infractions. The students actions were slow to change, although some progress was being made. Final tabulation would indicate exactly how well the program was progressing.

Week Nine

During this week the boys viewed the videos, "Giving it, Taking It and Working It Out," depicting conflict resolution with boys. Once again, the tapes produced lively discussions. Students worked on alternatives to settle conflicts with conflicts. Students reported instances in class of situations where they had used the skills that were being taught. The teachers gave praise to students for using the skills. Positive behavior videos were shown to students to remind them again of the skills being taught, and they were encouraged to continue to work on them.

Week Ten

The final lesson was taught in the series dealt with social responsibility. The topics of cooperating, communicating and caring for others were discussed. The teachers concurred that this lesson also was vital in the series of lessons. It was the teachers impression that the students are not given training in this area. "If parents had taken the time to teach their children how to work and communicate with others, we

would not have the problems we have with these students (J. Moore, personal communication, March 16, 1996).

The role play by students was great, and they really enjoyed being involved. A student expressed that students know what is right and appropriate, but they just do not practice it. Students wrote some really good paragraphs citing examples of social responsibility.

Week Eleven

- The writer met with the teachers to discuss the progress of this project. The teachers expressed that this project should continue to be implemented. They also express their willingness to continue to assist with the monitoring. The teachers were willing to cooperate because they saw the benefits of the project.

The students were brought back into the auditorium and shown the video of their actions in the hallways and in the lunchroom. The students were extremely impressed with themselves, practicing proper decorum. Even though the writer had not planned to give the students any extrinsic motivational rewards, the writer planned with the cafeteria manager that every students receive a cookie during lunch. The students were pleased with the writer's act of appreciation. The writer continued to monitor the cafeteria and hallways.

Week Twelve

To bring closure the this 12-weeks plan, the writer distributed a post survey to the teachers. Upon the return of the survey, an analysis of the results were formulated. Also after a completed tabulation of the of the discipline reports, the writer had a follow-up meeting with the teachers to evaluate the program for its success.

CHAPTER IV

Results

In order to prove the effectiveness of this training program, it was necessary to administer a survey at the beginning and at the conclusion of the twelve week implementation period. Discipline records were also reviewed on a monthly basis from computer print outs to see if there was a decrease in the number of referrals. At the mid-point of the twelve week implementation period, the writer evaluated whether the program was making the desired progress of reducing the number of discipline referrals, or whether modifications are necessary.

This program was conducted with all of the students and staff at the targeted middle school for the purpose of reducing negative behavior in the hallways and cafeteria.

The following desired outcome objectives were as follows:

Objective 1:

Upon completion of the 12 weeks practicum implementation period, there will be a 15% decrease in hallway infractions. Of the 149 reported incidents last year, the number will be reduced to 127. This information

will be measured and evaluated by comparing the monthly discipline reports complied by the school.

Objective 2

Upon completion of the 12 weeks practicum implementation period, there will be a 15% decrease in cafeteria infractions. Of the 103 reported incidents last year, the number will be reduced to 87. This information will be measured by comparing discipline reports compiled by the school.

Objective 3

Upon completion of the practicum implementation period, teachers' responses to the attitudinal survey will indicate that teachers give more positive responses to questions pertaining to the cafeteria and the hallways. This will be evaluated by the Hallway and Cafeteria Questionnaire (Appendix C, p. 56).

Objective 4

Upon completion of the practicum implementation, the number of students suspended out of school will be reduced by 15%, from a total of 735 last year to 625 students this year, as measured by the county discipline records.

Table 3 indicated that the number of infractions in the cafeteria and hallways for the 1994-1995 school year and the results after the

practicum implementation of the 1995-1996 school year. These results were not were impressive; however, there was still a six-weeks period remaining the school year.

Table 3

Infractions in the Cafeteria and Hallways,
1994-1995 and After Practicum Implementation Project

	Cafeteria		Hallway	
Students	1994-1995	After Project	1994-1995	After Project
Females	41	37	58	43
Males	62	58	71	65
Total	103	95	149	108

The number of infractions in the hallways and cafeteria decreased drastically since the implementation of the program. Something had to be done since the number of referrals sent to the discipline office were increasing. If it had continued, the number would have exceeded the amount of last year's. Even though, objective projection of percentage reduction was not met, there was a decrease in the number of infractions. The number of students violating the rules and regulations of the hallways

and the cafeteria decreased. This brought about an effect on the suspension rate in the school. Table 4 showed the number of out of school suspension of students at the targeted school and the results after practicum implementation.

Table 4

Out of School Suspension for the 1994-1995 School Year and After Practicum Implementation Project

	1994-1995 Students		After Project Students	
Racial Ethnic Group	Female	Male	Female	Male
White	11	26	12	25
African-American	60	84	57	77
Hispanic	5	10	6	12
Asian	0	0	0	0
Indian	0	0	0	0
Total	76	120	75	114

The number of students suspended out of school decreased; however, the decrease was not a drastic one. The writer attributed the decrease to the implementation of the practicum. There was a prediction that the suspension would exceed last year's total if nothing was done.

Much still needed to be done to reduce the number of suspension at the targeted school.

The teachers responded to a pre- and post-attitudinal survey in which they were asked to express their opinions and feelings about the students' behavior in the hallways and in the cafeteria. Only teachers who ate in the cafeteria responded to questions germane to the cafeteria setting. The letters signified the following: SA--strongly agree; A- agree; D--disagree; SD--strongly disagree. Table 5 shows the results of the survey.

Table 5

Pre- and Post-Survey Response to Questions Related to Students Behavior in the Hallways and Cafeteria

Statement	Responses			
Test	SA	A	D	SD
1. Students move quietly and quickly to their next class				
Pretest	3	1	45	2
Posttest	30	10	8	3
2. Students react positively when spoken to about behavior in the hallways.				
Pretest	5	5	25	16
Posttest	18	22	5	6
3. Students exhibit positive behavior in the hallways				
Pretest	3	5	33	10
Posttest	20	15	10	6

Table 5 (continued)

Statement / Test	Responses SA	A	D	SD
4. Students change classes without disturbing others.				
Pretest	5	5	25	16
Posttest	18	22	5	6
5. Hallways are usually safe and orderly.				
Pretest	5	5	25	16
Posttest	20	22	5	4
6. Hallways have a positive effect on students when entering class.				
Pretest	5	5	25	16
Posttest	18	15	10	8
7. Students exhibit appropriate manners in the hallways.				
Pretest	6	5	20	20
Posttest	19	19	6	7
8. Students are frequently referred because of behavior in the hallways.				
Pretest	25	16	5	5
Posttest	6	7	19	19
9. Students often gather in groups during passing times.				
Pretest	20	20	6	5
Posttest	8	10	18	15
10. Students linger in the hallways.				
Pretest	19	19	6	7
Posttest	8	10	15	18
11. Students horseplay frequently in the hallways.				
Pretest	26	15	5	5
Posttest	7	10	16	18

Table 5 (continued)

Statement	Responses			
Test	SA	A	D	SD
12. I would like to see a positive plan in effect for hallways.				
Pretest	27	17	3	4
13. Students are exceptionally loud and boisterous in the cafeteria.				
Pretest	8	10	2	1
Posttest	2	2	10	7
14. Students cut in line frequently.				
Pretest	10	10	3	3
Posttest	3	4	10	9
15. Many students throw or play with their food.				
Pretest	10	10	2	4
Posttest	3	2	10	11
16. Most students exhibit appropriate manners in the cafeteria.				
Pretest	3	4	10	9
Posttest	8	11	4	3
17. Students frequently cause disruptions in the cafeteria.				
Pretest	10	10	4	2
Posttest	3	4	10	9
18. Students leave the cafeteria reasonably neat and clean.				
Pretest	3	3	10	11
Posttest	10	11	3	3
19. Students exit the cafeteria in a mannerly order.				
Pretest	7	9	15	20
Posttest	21	16	8	6

Table 5 (continued)

Statement / Test	Responses SA	A	D	SD
20. Students re-enter the building without disruption.				
Pretest	6	10	14	21
Posttest	19	21	7	4

An analysis of the survey indicated that the teachers were satisfied with the results of the practicum project. As indicated by the responses to questions 1, 2, 3, 4, 5, 6, 7, 9, 10, and 11, teachers felt that the students had greatly improved in the hallways. The teachers stressed that the students were not demonstrating total control, but their behavior had markedly improved since the implementation of the project.

The respondents (teachers) who ate in the cafeteria indicated on the survey that the students responded to the lessons taught in the IMPACT classes. Questions 13, 14, 15, 16, 17, 18, 19, and 20 verified these assertions.

The results from the survey indicated that there was not a 100% change in the attitude of the teachers, but there was a significant

difference in the way they felt prior to the project's implementation. The teachers expressed that they felt better about the students behavior in the hallways and in the cafeteria.

CHAPTER V

Recommendations

The practicum at the targeted school was a success. The teachers and the students involved in the project expressed their support for the project. It is recommended by the writer to continue with the execution of this project. As it is now, training for the teacher should not be extensive. Teachers are not required to do much, but they should have more involvement.

The writer felt that there should be some modification to the project; namely, (a) getting teachers more involved in the process, (b) developing a check list for monitoring, and (c) implementing the project in the early part of the year. The writer did not know how to get the teachers more involved without making them feel that this was just another thing that they had to do. A method should be developed where the teachers had more buy-in and were more active in the process.

Throughout the project, the writer monitored the progress of the program. The monitoring technique utilized by the writer was the writing

of anecdotal notes. It was determined by the writer that a checklist would be more advantageous.

The third modification that the writer suggested that would make the result more favorable and impressive would be to implement this sort of project early in the year. The writer believed that the students would be more receptive of the project, and they would quickly catch on to the expectations of the teachers and administrators.

This practicum was a school-wide project and received the endorsement from the principal of the school. The principal even suggested that the project be implemented at the beginning of the next school year (Appendix E, p. 62).

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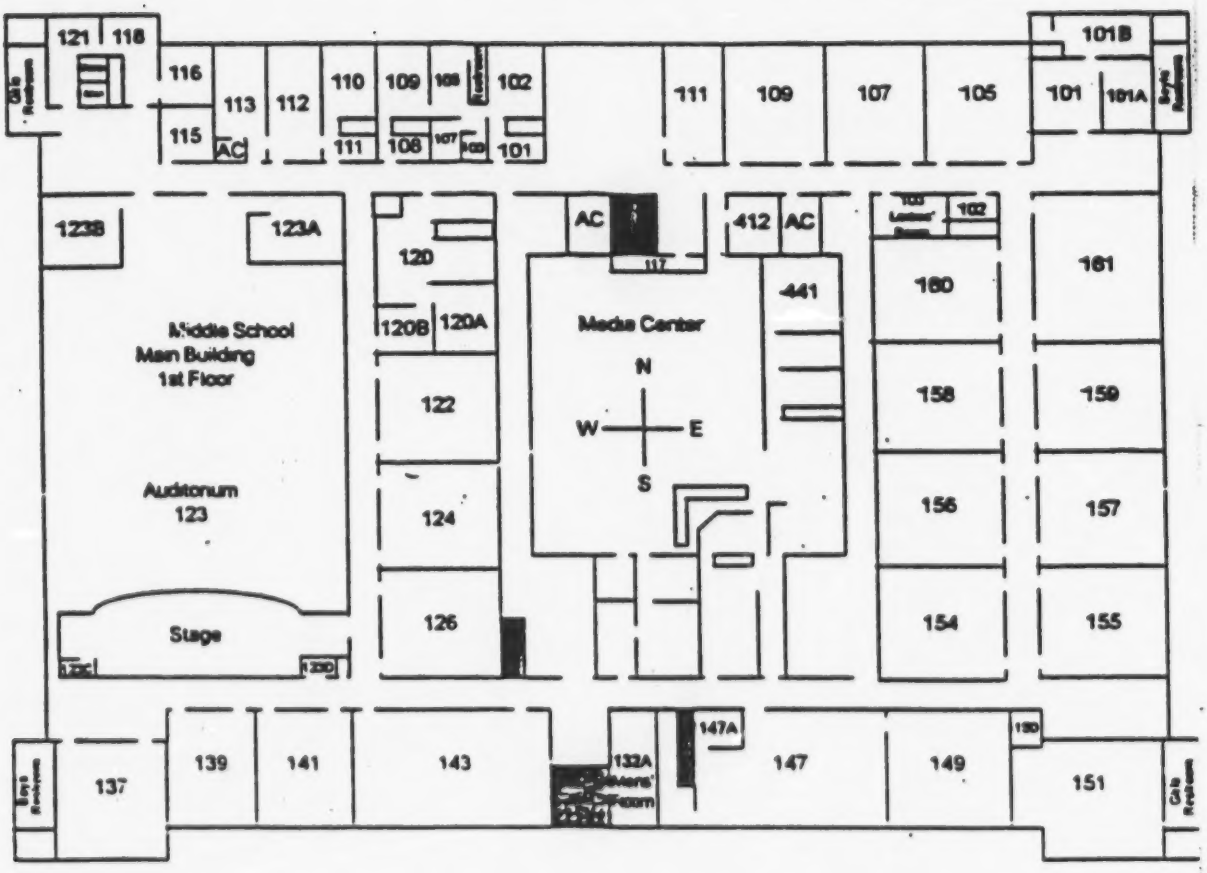
Appendices

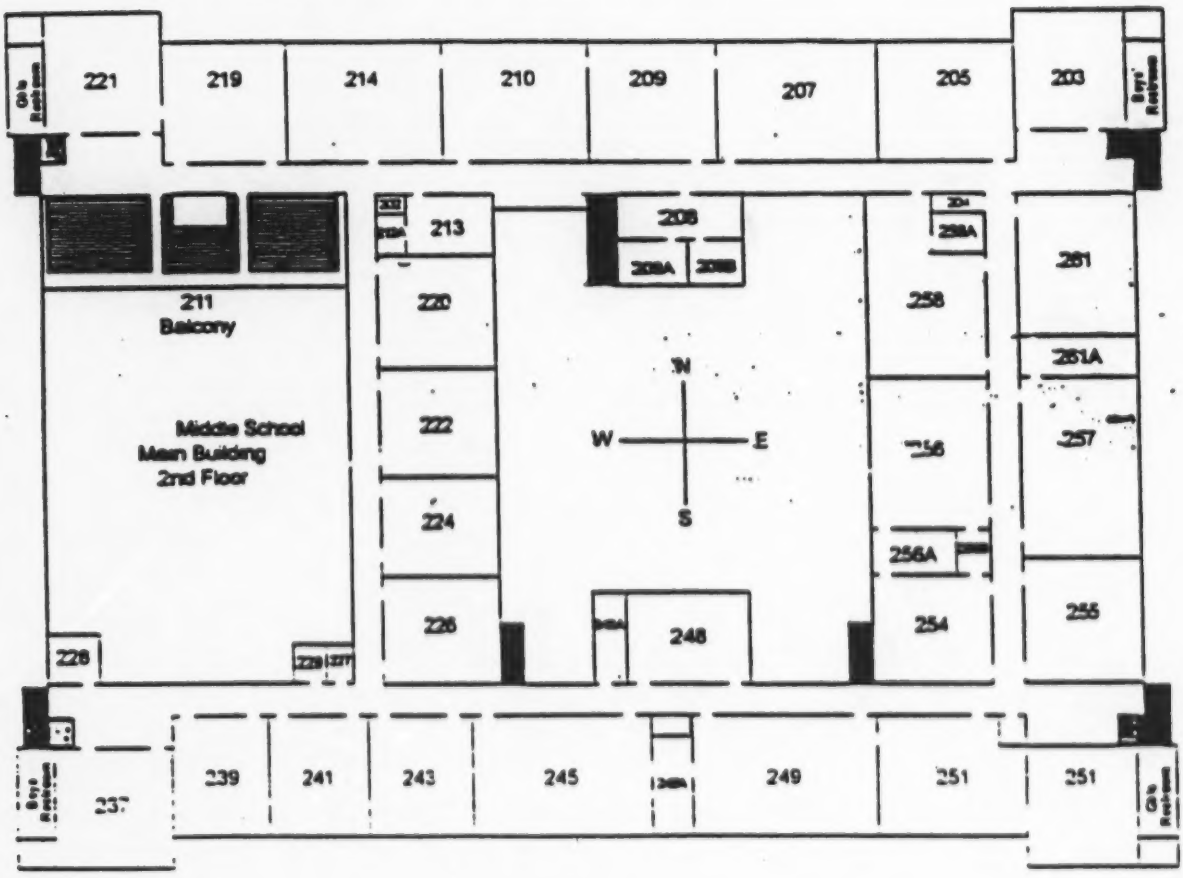
Appendix A

Map of the School

Appendix A

Map of the School

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Middle School
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Appendix B

Memorandum from the Principal

Appendix B

Memorandum from the Principal

Memorandum

January 2, 1996

TO: Reginald Forbes
Dean

From: James H. Lawson
Principal

Re: Practicum Implementation

This memorandum is in response to your request of implementing a project at our school. I understand that this will be a project that you will be implementing to complete requirement for you Master's degree at Nova Southeastern University. As an alumnus in the Master's program and a current student in the doctoral program, I applaud your efforts and welcome your attempt to implement and enforce a plan that we do not presently have in operation.

Your project will actually enhance the discipline plan that we do have at this school. You will be focusing on specific areas--areas in which we need a great deal improvement. I see the benefits that we will have with your project. I only hope that the students and teachers will glean something from this project as well. Good luck in your endeavors to bring about improvement at our school. Congratulations fellow Nova student.

Appendix C

A Teacher and Staff Questionnaire about the Hallway and Cafeteria

Appendix C

A Teacher and Staff Questionnaire about the Hallway and Cafeteria

Hallway and Cafeteria Questionnaire

Directions: Using the statements below assess what is being practiced by the students in the school. In this assessment scale, the letters signify the following: SA--strongly agree; A- agree; D--disagree; SD--strongly disagree.

1.	Students move quietly and quickly to their next class	SA	A	D	SD
2.	Students react positively when spoken to about behavior in the hallways.	SA	A	D	SD
3.	Students exhibit positive behavior in the hallways.	SA	A	D	SD
4.	Students change classes without disturbing others.	SA	A	D	SD
5.	Hallways are usually safe and orderly.	SA	A	D	SD
6.	Hallways have a positive effect on students when entering class.	SA	A	D	SD
7.	Students exhibit appropriate manners in the hallways.	SA	A	D	SD
8.	Students are frequently referred because of behavior in the hallways.	SA	A	D	SD
9.	Students often gather in groups				

during passing times.	SA	A	D	SD
10. Students linger in the hallways.	SA	A	D	SD
11. Students horseplay frequently in the hallways.	SA	A	D	SD
12. I would like to see a positive plan in effect for hallways	SA	A	D	SD
13. Students are exceptionally loud and boisterous in the cafeteria.	SA	A	D	SD
14. Students cut in line frequently.	SA	A	D	SD
15. Many students throw or play with their food.	SA	A	D	SD
16. Most students exhibit appropriate manners in the cafeteria.	SA	A	D	SD
17. Students frequently cause disruptions in the cafeteria.	SA	A	D	SD
18. Students leave the cafeteria reasonably neat and clean.	SA	A	D	SD
19. Students exit the cafeteria in a mannerly order.	SA	A	D	SD
20. Students re-enter the building without disruption.	SA	A	D	SD

Appendix D

Lessons Taught in IMPACT

Appendix D

Lessons Taught in IMPACT

Lesson I: Respect

Purpose: To teach students the meaning of respect for themselves, authority, and others.

Activities: Discussion questions on respect.
Model and Role play examples with students

Lesson II: Hallway behavior

Purpose: To teach proper behavior in hallways

Activities: Worksheet on walk right and keep moving
Discussion of how respect for others is important in crowded hallways.

Lesson III Cafeteria Behavior

Purpose: To teach proper behavior in the cafeteria

Activities: Discussion: Rules for appropriate cafeteria behavior
1. Show respect for others by not running in halls.
2. Show respect for others by not cutting in line.
3. Show respect for others by keeping noise to a minimum.

Lesson IV: Manners

Purpose: To teach and instill in students basic good manners

Activities: Discussion of questions about manners
Model and role play examples with students
Pass out daily progress sheets and have students bring with a notation of a minimum of one instance in which they showed progress.

Lesson V: Giving It, Taking It, and Working It Out! (Girls)

Purpose: To address conflicts and present solutions

Activities: Show video
Discussion questions about the video.
Model and Role play examples with students

Lesson VI: Giving It, Taking It, and Working It Out! (For Boys)

Purpose: To address conflicts and present solutions

Activities: Show video
Discussion questions about the video.
Model and Role play examples with students

Lesson VII: Social Responsibility

Purpose: To teach students units of social responsibility; namely, communication, cooperation, conflict management and caring for others.

Activities: Discussion questions
Model and Role play examples with students
Paragraph writing citing examples of social responsibility

Appendix E

Congratulatory Memorandum from Principal

Appendix E

Congratulatory Memorandum from Principal

Memorandum

TO: REGINALD FORBES
Dean of Students

FROM: JAMES H. LAWSON
Principal

DATE: MARCH 29, 1996

RE: Congratulatory Memorandum of a Successful Project

Mr. Forbes, it is extremely exciting that I offer to you my hearty congratulations. Your project, The Implementation of a Positive Discipline Program to Increase the Social Skills of Middle Grade Students, deserves the accolades of being a marvelous one. I must admit that your project has made an impact to the discipline program at our school. It really affected our suspension rate. I am pleased that you had the insight to present such a project to me and the fortitude to stick with it.

Your project is that impressive that I will be implementing such program next school year. I am also seeking your assistance in the development of such program. Your advice, comments, and recommendations are encouraged.

It must reiterate that I am thoroughly impressed with your work. You have demonstrated that you are a capable individual who deserves recognition.

Let's discuss this further. Please contact Noel to set up an appointment for an after school meeting at your convenience.